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News Items from the School of Education of the University of Chicago

A CORRELATION OF TEACHERS' GRADES AND THE SCORES OF INTELLIGENCE TESTS

The purpose of a recent study by John W. Shideler, A.M., Fort Scott, Kansas, was to find some means of supplementing teachers' judgments of pupils in order to determine more definitely whether each pupil in a given high school was accomplishing all that might be expected of him. For this purpose the Terman Group Intelligence Test was given to 170 high-school pupils, and the scores were correlated with the combined grades of both semesters of 1920-21 in all of the subjects which these pupils had taken. An analysis of the data which were secured led to the following conclusions: (1) There is some correlation between teachers' grades and the results obtained through intelligence tests. (2) The correlation is higher in subjects which are purely academic and taught by traditional methods. (3) The correlation is less marked in the so-called drill subjects and in all academic subjects in which laboratory methods of teaching are used. (4) The correlation is less marked in subjects in which the teacher has an opportunity to hold the pupil to the task until he has mastered it. (5) Intelligence tests are valuable as a supplement to teachers' judgments in determining whether pupils are working up to their mental capacity. If too much reliance is placed on them, grave danger may result from their use.

A STUDY OF THE CURRICULA OF CITY TRAINING SCHOOLS

In an effort to evaluate recent tendencies in the curricula of city normal schools, Gertrude F. Eaton, A.M., Sioux City, Iowa, recently made an analysis of the courses of study of about thirty institutions. In canvassing the sources of data it developed that

few city training schools publish regular yearly reports or bulletins of information. Sixteen bulletins, supplemented by personal letters from principals describing the courses of study of fourteen other schools, constituted the main sources of data for the study. The schools studied were all east of the Mississippi, except Kansas City, Kansas, and included the largest cities of the country, such as New York, Brooklyn, Philadelphia, Boston, Chicago, Washington, Cleveland, Detroit, Indianapolis, and others, to the number of thirty.

The curricula were analyzed with reference to the time involved, and the subjects were classified and reduced to a time basis, the sixty-minute hour being the common unit of measure. The following conclusions are both interesting and significant: (1) Admission to city normal schools is generally based upon high-school graduation. (2) City training school curricula are for the most part prescribed in detail. Five schools permit electives. The tendency in newly organized curricula in the larger schools is to permit more elective work. (3) City training schools usually require two years of work of elementary-school teachers. Boston and Sioux City require three. (4) The amount of work required in these curricula varies from 1,200 to 2,030 sixty-minute hours of recitation and laboratory work. (5) The weekly load varies from sixteen to thirty periods per week, the median being twenty-five. The median period is fifty minutes in length. (6) In recently reorganized schools there seems to be a tendency to lessen the weekly requirement to a number of semester hours resembling more nearly the requirements in colleges. (7) The city normal school is primarily apprentice and professional in type. Less than one-fourth of the total time is devoted to cultural and academic subjects. (8) Facilities for practice-teaching are in general better than in state normal schools, and more than the maximum amount recommended for normal schools is required in nearly every city normal school.